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ABSTRACT

This report contains summaries of the final evaluation reports for the projects, programs and centers of the 1972-73 institutional grant programs in the Division of Teacher Education at Indiana University. The summaries include the name of the project, the director's name, a listing of faculty and professional staff, and the number of male and female students. In addition, the following information is included: (a) a description of the process and procedure evaluation activities and a summary of the results of these activities, (b) a list of the dissemination activities reported by the project director, (c) a summary of the strengths and weaknesses of the project, and (d) a statement about the future of the project. Twenty-two project report summaries are included in the document. (HMD)

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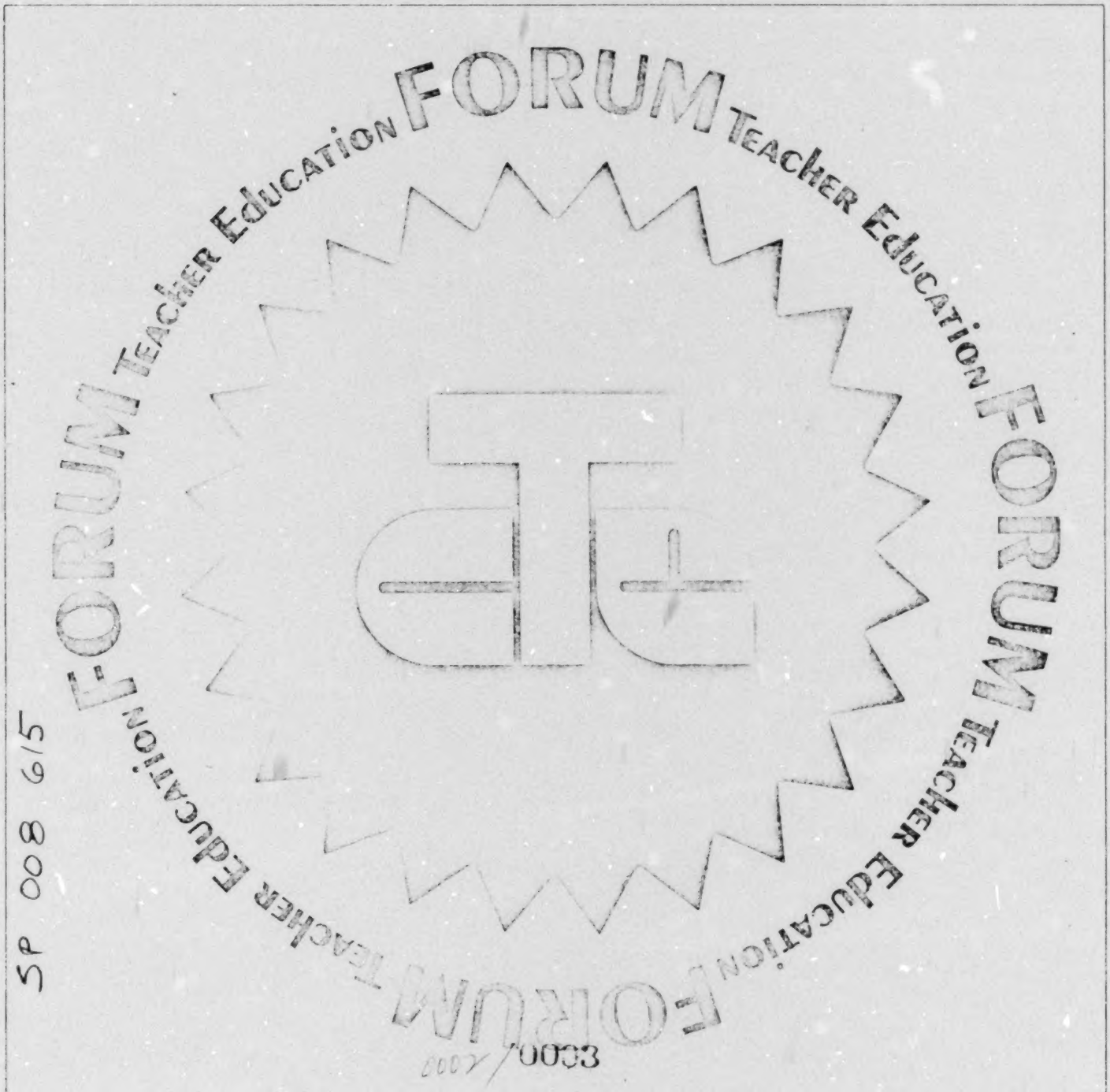

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TEACHER EDUCATION FORUM

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The *Forum Series* is basically a collection of papers dealing with all phases of teacher education including inservice training and graduate study. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The *Forum Series* represents a wide variety of content: position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average ten to thirty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion. Manuscripts should be submitted to Richard A. Earle, editor. Editorial decisions are made as soon as possible; accepted papers usually appear in print within two to four months.

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1972-73 EVALUATION SUMMARY

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Introduction

Included in this report are summaries of the final evaluation reports for the projects, programs and centers of the 1972-73 Institutional Grant. These summaries were written by members of the evaluation staff of the Institutional Grant. The total evaluation for each of these centers, programs, and projects is quite extensive. These more extensive evaluations are available from the individual directors of each project, program, or center; or from the office of the Evaluation Team of the Division of Teacher Education.

Included in these total final evaluation reports for each program, project, or center are:

1. A complete listing of student competencies and means of assessing students' accomplishment of these.
2. Process evaluation reports on various aspects of implementation.
3. A complete listing of all students including pertinent demographic information.
4. A complete listing of all faculty including pertinent demographic information.
5. Evaluation data related to the accomplishment of goals.
6. A chart indicating how each project, program, or center director felt his activity matched the objectives of the Institutional Grant.

As stated above, these total evaluation reports were used as the basis for the summaries included here. It would be useful at this point to describe how these final evaluation reports came into being.

1. During the Summer of 1972 the Evaluation Team developed guidelines to be used by each director of a project, program, or center in developing evaluation plans. These guidelines were distributed to each director individually and were discussed with him.
2. The directors were asked to submit their evaluation plans in the Fall of 1972. These plans were reviewed by the Evaluation Team and suggestions for changes were discussed with each director.
3. Every two weeks during the 1972-73 academic year, the project director submitted an implementation note which was to very briefly list any evaluation activities which had taken place during the previous two weeks.
4. At the end of the academic year, the project director was given a copy of all the evaluation information he had submitted and was asked to check the material for accuracy and to add to this information where it was incomplete.

All of the information collected as a result of these activities was used to prepare the brief evaluation summaries included here.

The evaluation summaries begin with the name of the project, program, or center and its director listed at the top of the page. This is followed by a listing of full and part-time faculty and professional staff and a statement indicating the number by male and female students.

The remainder of the summary is divided into three sections as follows:

I. Process-Product Evaluation Summary

This section briefly describes the process and produce evaluation activities that were conducted. In addition, a brief summary of the results of these evaluation activities are included. Where evaluation information has been used to make decisions, these have been noted.

In general, the statements reporting the results of the process and product evaluation are taken directly from the director's report. Statements and adjectives concerning the quality of the evaluation have been made by the evaluation team.

II. Dissemination Activities

This section merely lists the dissemination activities reported by the project director.

III. Strengths and Weaknesses

This section summarizes the strengths and weaknesses reported by the director.

IV. Project Future

This section briefly states the future of this project, program, or center for the 1972-74 academic year or for the future of Spring activities.

Alternative Schools
Final Evaluation Summary
Director: Robert Barr
May, 1973

Faculty/Staff

1. Robert Barr
2. Daniel Burke
3. Steven Fredricks
4. John Perron
5. Arlene Saretsky
6. Gerald Smith
7. Vernon Smith
8. Floyd Coppedge

Students

Male - 20
Female - 25
Total - 45

I. Process-Product Evaluation Summary

This project utilized a flow chart evaluation design to collect information, evaluate, and feedback information for decision making. Student competencies dealing with placement of interns, employer satisfaction, student evaluation, staff judgments, and on-site evaluation by staff on location were contained in the evaluation design.

The process evaluation conducted by the Alternative Schools Project utilized data from field sites, student evaluations, and staff insights. As a result of this information, the orientation seminar will be discontinued at the end of the Fall, 1973 semester; student-teaching in Alternative Schools will be reduced to a smaller scale; the Alternative School seminar experimental course will be divided into two separate courses; one field site will be expanded because of its success; and new field sites in different areas of the country are being developed.

The competency assessment has shown employer satisfaction with the interns hired. In addition, personal growth among the interns was demonstrated by their evaluations as well as staff and field site personnel's evaluations; and, finally, satisfaction with interns has been demonstrated by the expansion and addition of new field sites.

The overall evaluation report is a very detailed and thoughtful document. The results of the various instruments seem to provide much valuable information to the decision makers. Copies of instruments and results of these instruments are available in the final evaluation report.

II. Dissemination Activities

1. Coordination of six regional institutes on alternative schools.
2. Changing Schools newsletter is printed at Indiana University.
3. Conference presentations were made by students in the program.

4. Articles by Gerald Marker and Robert Barr dealing with alternative schools have been published or are in the process of being published.
5. Twelve speech presentations have been made by the staff throughout the United States.

III. Strengths and Weaknesses

The following were listed as strengths of this program:

1. Interaction between faculty and students which continues over a period of time.
2. Good relations with innovative school districts.
3. The Bloomington Alternative School allows for an experimental training center.

The weaknesses of the program were stated as a lack of structure, inability to attract diversified student population, and problems maintaining the necessary field-base contacts. An attempt will be made this coming year to rectify the first two weaknesses by a more structured course offering and the recruitment of students in one of the seminars. The last weakness needs adjunct professors who would be non-paid school personnel to act as liasons between the schools and I.U.

IV. Project Future

The project will be expanded next year to include new field sites. The project will have close to twenty paid interns and over thirty student teachers during the 1973-74 school. The program will be somewhat altered as the focus moves toward a more comprehensive Master's Degree.

The Alternative Schools Program is now recruiting a much larger number of students and will probably oversubscribe its classes this year. Together with the National Consortium on Alternative Schools, this program is receiving national recognition. The adjunct professor system has been approved and will be developed. It is necessary to achieve a change in University administrative practices if this program is to be eventually institutionalized. A proposal to the University administration recommending necessary changes will be developed.

American Indian
Final Evaluation Summary
Director: Gary Anderson
May, 1973

Faculty/Staff

1. Gary Anderson
2. Paul Lansing
3. Ms. Odle
4. James Mahan

Students

Male - 8
Female - 17
Total - 25

I. Process-Product Evaluation Summary

The evaluation design for the American Indian Project consists of three main objectives which deal with placement of students, enhancement of teaching ability of elementary and secondary students in an American Indian setting, and an increase in understanding and appreciation of the American Indian, his culture, and the present educational system. Undereach of these objectives were implementing activities, questions to be answered, products, and program modifications. There were also a number of student competencies which related to teaching in an American Indian environment and relating to the student in terms of his culture and environment.

Resulting changes that have been made because of feedback from student teachers, principals, and supervising teachers were: to have seminars conducted before a student went on the reservation with input from Pueblo Indians on campus, and to obtain better supervision and organization by bringing in supervising teachers with teaching experience in an Indian setting.

The competency evaluation utilized questionaires and verbal communications. This evaluation pointed out that the majority of students could adapt to the setting and relate to Indian students both in and out of the classroom, and adjust teaching techniques to meet the needs of these students. Finally, 21 out of the 24 students were going to apply for teaching jobs on the American Indian Reservation.

The evaluation as a whole was well done and the director does note the problems inherent with the distances involved because of the field sites being located in Arizona. Therefore, some of the final evaluation material could not be included because it had not as yet been received.

II. Dissemination Activities

Two publications were produced, one entitled "Alternative Programs in Indiana Colleges and Universities" which was also presented in a meeting at Butler University and the second entitled "Student Teaching on the American Indian Reservation."

III. Strengths and Weaknesses

The main strength of this program has been the fact that students entering the program have for the most part remained with it. All of the students in the program have been recommended for teaching jobs with the Bureau of Indian Affairs for this coming fall, and 38 students have requested admission to the program for next year.

The weaknesses seem to be in the area of lack of cultural preparation of the student teachers. There has been a proposed seminar where Indian educators would come and talk with students in the program to help alleviate this problem. Secondly, there is the problem of establishing criteria regarding who should or should not be admitted to the program.

Future consideration also needs to be given to the question of the efficiency of a sixteen-week program and trying to get the program to become a part of a more broadly based multicultural program.

IV. Project Future

This project will be continued as a field site. Students will be prepared in the total multicultural program as soon as possible. By 1974-75, assignment to Indian Schools will probably be restricted to Multicultural Program students.

Associate Instructor
Final Evaluation Summary
Director: Kenneth Majer
May, 1973

Faculty/Staff

1. Beryl Brown
2. Ivor Davies
3. Barbara Edwards
4. Al Garcia
5. Susan Hawkins
6. Loren Liebling
7. Ken Majer
8. Nick Stayrook

Students

Male - 22
Female - 1
Total - 23

I. Process-Product Evaluation Summary

The evaluation design for this program was an extensive decision making model divided into planning, implementing, and recycling of decisions relevant to the project. The competencies which relate closely to the evaluation design consist of developing teaching skills, improving classroom effectiveness, and developing confidence.

There were five separate departments that were involved in the Associate Instructor Program. Each of these conducted its own evaluation activities, but they utilized common instruments. The instruments were questionaires and interview forms which looked at such things as a book entitled A Guide for Beginning College Instructors, seminars, and overall results of the seminars. As a result of the diverse evaluations conducted by the different departments, decisions regarding changes in the seminar, instruction, credit, and procedures were initiated. Copies of all the instruments were contained within this report plus the results of these various evaluation instruments.

The overall report provided by the project provided complete copies of all evaluation instruments plus the results of those evaluations. It would have been helpful if there was a one-page summary of process and competency evaluation by department so as to see a better overall comparison of how A.I. students in different programs viewed some of the same things.

II. Dissemination Activities

Sixty-three persons received the various materials put out by the Associate Instructor Project.

III. Strengths and Weaknesses

The project sees as its major strength the new approach used by the program in improving Associate Instructor teaching.

The main weakness seen by the program came from outside the project where certain faculty and departments resisted the A.I.'s effort at producing change.

IV. Project Future

The future of the project according to the report is in limbo for next vear. They are seeking outside money from a grant. The Associate Instructor program has demonstrated its value and should be supported in some form by the University.

Center for Experiential Education
Final Evaluation Summary
Director: Homer Hogle
May, 1973

Faculty/Staff

1. Santiago Garcia
2. Homer Hogle
3. Dollie Manns
4. Herbert Munangatire
5. Dwayne Snell
6. Jim Williams
7. Iris Rosa

Students

None as this is a Center

I. Process-Product Evaluation Summary

The evaluation design for this Center followed a flow chart model and examined what is going on at the present time and provided for review and consideration of what ought to be.

The process evaluation activities for this Center were conducted under three main operations. The first was in relation to MCCSC where communication was established with the schools in Monroe County and students assisted in the capacity of tutors or teacher aides. The feedback to the Center indicated that the assistance provided by the students was beneficial to both students and teachers. The logistics of scheduling and assigning students needs review and improvement in the area of dependability; many students were assigned very late in the term. Another area that needs improvement is communication with the field; more supervision is needed for quicker feedback.

The second operation was the community related operations of C.E.E. The Center placed students in various community agencies in Indiana, Illinois, and Kentucky. As a result of a mid-year evaluation of these activities, it was decided to have more direct contact between C.E.E. staff and community agencies, increase community involvement by providing regular transportation during the evening hours for students, and to develop more contacts with community agency directors so as to become more aware of their specific needs.

Thirdly, C.E.E. operated in conjunction with the Multi-Cultural Program. The C.E.E. provided transportation and field sites for this project's students. There were a number of problems that were encountered, but for the most part suitable sites or alternative sites as well as transportation were provided.

Some additional evaluation would seem in order for the various activities conducted by C.E.E. to point out where further services and modifications should be made in services now being offered. This Center will be finalizing some of its evaluation activities this summer which should provide some additional useful information.

II. Dissemination Activities

The dissemination activities carried out by the C.E.E. were also broken into three areas of its operation. They are as follows:

A. MCCSC Related Dissemination Activities
   1. Five conference activities with MCCSC
   2. Daily trips to MCCSC Administration Center to pick up and deliver request forms from the schools
   3. One meeting
   4. Visited every school to talk with school personnel

B. Community Related Dissemination Activities
   1. Conferences and meetings at a number of sites to explain activities and functions of C.E.E.

C. Multi-Cultural Dissemination Activities
   1. 29 conferences were conducted with various school sites to discuss placement of students
   2. Arranged trips, developed and sent out evaluation forms
   3. Gave two speeches in regards to C.E.E. activities

III. Strengths and Weaknesses

No specific weaknesses or strengths were listed by the Center within their report, but it appears from the process evaluation that there are constant problems in providing field sites and transportation to people requesting this type of help. It does appear, however, that this type of service is needed and that most of the current needs are being met by C.E.E.

IV. Project Future

The future of this Center, according to this report, will be to carry out the same functions but to alter the structure for economy's sake. This Center will be combined with F.I.C. and O.P.E. to provide a "more coherent and sequentially meaningful field experiences for Indiana University students of education."

Communication Skills
Final Evaluation Summary
Director: Edward Jenkinson
May, 1973

Faculty/Staff

1. Jeffrey Auer
2. Paul Batty
3. Philip Daghlian
4. Linda Gregory
5. Jeffrey Huntsman
6. Edward Jenkinson
7. Gretchen Kemp
8. Eugene Kintgen
9. Ellen Ritter

Students

No students until the Fall of 1973

I. Process-Product Evaluation Summary

Initial needs assessment serves as the design for the project. Student competencies were ascertained by asking language arts supervisors around the state what they felt were the necessary competencies for students interested in this area. Also, information provided by language arts supervisors provided information pertaining to recent graduates in the field of English. This provided the bulk of the process evaluation for this program. The letter and copies of comments were also included with the final report.

Overall it appears that an exemplary job has been done in preparing this project. The in-depth needs assessment could serve as a model for future projects wishing to get started in the DTE.

II. Dissemination Activities

1. Discussion with teachers about project at English Arts Conference held at I.U.
2. Letters to teachers (copy attached)
3. Description of project contained in Bulletin of University Division (copy attached)

III. Strengths and Weaknesses

No strengths or weaknesses listed.

IV. Project Future

The project will get underway this coming fall with incoming freshmen. These students will be guided for four years by members of this program. The main emphasis will be to show a relationship of content to method.

Development Center
Final Evaluation Summary
Director: Robert Heinich
May, 1973

Faculty/Staff

1. Jerry Brown
2. Rogers Glenn
3. Robert Heinich
4. Roberta Kovac
5. Mark Lobert
6. Michael Molenda
7. William Murphy
8. Amos Patterson
9. Michael Pollack
10. Darryl Sink
11. Gerald Smithl

Students

No students as this is a Center

I. Process-Product Evaluation Summary

A basic decision-making design was employed by this Center. However, the Center staff felt that an overall summative judgment of the usefulness of the Center was in order. Outside sources should be employed to gather this information and the Evaluation Team should address itself to this end-of-year survey of Institutional Grant program directors. (Note: The Evaluation Team in the second interview by telephone with project directors got at some of this fnformation.)

The main process evaluation undertaken was in the form of in-house meetings as well as meeting with O.P.E., but there were no reported changes as a result of this evaluation procedure.

The Development Center developed eight instructional units and some other products for use by the various projects. These included modules dealing with writing, locating and selecting materials, preparation of inexpensive transparencies, three unit classroom management series, a booklet entitled "Teacher Made Physical Education Equipment," two annotated bibliographies dealing with teacher training and cable TV, and a video tape consisting of interviews and views of field sites.

Overall the evaluation report was well done and included all the necessary information. The report provided a list of the products developed during the past year which was a useful addition.

II. Dissemination Activities

This included five lecture presentations and two bibliographies relating to the Center's activities.

III. Strengths and Weaknesses

No strengths or weaknesses listed.

IV. Project Future

The Center will be merged with the Instructional Services Center next year for reasons of economy and efficiency. The Center staff felt that funding various projects "to do their own thing" is redundant and not the best use of cost effectiveness. Many of the materials that the Center developed did not become visible or usable until almost the end of the year.

Dissemination Team
Final Evaluation Summary
Director: Billie Strunk
May, 1973

Faculty/Staff

1. Billie Strunk

Students

None as this is a Center

I. Process-Product Evaluation Summary

The evaluation design for this Center consists of two main components: internal objectives and activities and external objectives and activities. Most of the process evaluation activities carried out by this Center were in the form of questionaires, discussions, and subscription requests. As a result of these activities, the need for other information to be disseminated by this team was ascertained and the need for a DTE program Preview Day (as was held this past semester) was questioned. Copies and results of questionaires were provided in this final report.

It appears that many worthwhile activities were conducted in the areas of both publications and non-publication activities. The questionaires also seemed to provide much valuable information as to the usefulness of certain publications and activities.

II. Dissemination Activities

A. Publications - Compiled, Edited, and Supervised
   1. Options in Teacher Education
   2. DTE Directory
   3. Forum (9 pages in this series)
   4. For Your Information (3 briefs)
   5. Are You Getting the Message?

B. Publications - Researched and Written
   1. A New Dimension for Teacher Preparation
   2. Special Program Offers Education Students New Views

C. Publications - Technical and Editorial Assistance
   1. Several tasks were listed for this category

Besides all of the above publication activities, the director of this team offered and gave assistance in the areas of publicity for DTE, served as a DTE Advisory Committee member, provided technical assistance to projects and students, gathered information, designed a DTE logo and printed format for publications, and performed other dissemination activities and services.

III. Strengths and Weaknesses

The major strength of this Center was to initiate and lay the necessary groundwork for all the various dissemination activities undertaken by the DTE.

The major weaknesses were related to having only limited funds, facilities, and personnel with this Team.

IV. Center Future

There are no plans to continue the Dissemination Team as such in 1973-74; selected dissemination activities will be assigned to various DTE personnel.

Early Childhood
Final Evaluation Summary
Director: Marian Swayze
May, 1973

Faculty/Staff

1. John Bond
2. Nancy Pastore
3. David Gallahue
4. Mary Rouse
5. Miriam Gelvin
6. William Blanton
7. Mary LaFollette
8. Marian Swayze

Students

Male - 0
Female - 22
Total - 22

I. Process-Product Evaluation Summary

Process Evaluation for this project utilized reports, lesson plans, comments from teachers in the schools, comments from student teachers, conferences, attitude scales, questionnaires, rating scales, and interviews. On the basis of these various evaluation activities, changes occurred in the scheduling of classes, instructor assistance, technical assistance (AV equipment, library usage, writing), preparation of supervising teachers, course offerings, course size, field site locations, team cooperation among faculty, and admission procedures. Many of these changes occured during the past year and many will take place during the upcoming academic year.

Competency assessment utilized weekly logs, student self-evaluation, evaluation of each student by three professionals, course evaluations, and lesson plans. The correlation between how students and the supervising teacher, project director, and evaluator judged the attainment of competencies was very high.

The overall process and product evaluation seemed to look at and evaluate most of the points of both the original evaluation design as well as the competencies. All formal evaluation instruments were included along with results.

Overall, this final evaluation report was very well done and included all the evaluation instruments plus the results of those instruments. One other interesting thing that this program is doing is keeping entry level data on students so that future comparisons can be made and follow-up studies can be conducted.

II. Dissemination Activities

There were no dissemination activities listed or contained in the final evaluation report turned in by Early Childhood.

III. Strengths and Weaknesses

The following were listed as strengths of the Early Childhood Program.

1. Practicum experiences during the course of the past school year in local nurseries, schools, and kindergartens
2. Good working relationships were developed between the students in the program and both I.U. staff and local school personnel
3. Students found a great deal of relationship between theory learned in the classroom and field experiences.

The following were cited as problems and/or weaknesses of the program:

1. Placement of students in MCCSC schools was difficult because of other programs working within these schools and because the student teachers in this program do their student teaching on a part-time basis rather than full-time.
2. Students in the program next year will have to travel 25 miles to a school in Brown County to do their student teaching.
3. None of the supervising teachers for next year have worked with student teachers before.
4. No help was received from O.P.E. for supervising 24 students during their two semesters of practicum experiences.
5. The Creative and Performing Arts course was too theory-oriented and did not give the early Childhood students enough practical orientation.
6. Scheduling of courses due to time overlaps presented difficulties.
7. Language Arts courses presented some problems which will be worked out this coming academic year.

IV. Project Future

Plans for next year include continuation of the second year phase for students already in the program for one year. Also, a new group of 24 students will be admitted into the program. The director states that they have twice as many applicants as students they can admit into the program. She feels that they should be allowed to capitalize on this interest, especially since they are getting a new full-time faculty member this fall. She further states that by not being allowed to expand the program, it has caused bitterness and disillusionment on the part of students seeking admission to the program.

ENCORE
Final Evaluation Summary
Co-Directors: Milton Marten and Maxine Dunfee
May, 1973

Faculty/Staff

1. Thomas Bogut
2. Vernon Droessler
3. Maxine Dunfee
4. Donald Hazekamp
5. Charles Lippincott
6. Milton Marten
7. Judith Raybern

Students

Male - 5
Female - 41
Total - 46

I. Process-Product Summary

The evaluation design consisted of five main decisions relating to project goals, entrance requirements, training experiences, utilization of personnel, and portions of programs to be evaluated. There were ten competencies dealing with the students' ability to observe, organize, and evaluate students and materials and to exhibit poise in the classroom.

Assessment of both competencies and processes was carried out by questionnaires, observations, meetings (with representative groups of students), instructor ratings, video taping, surveys, student rankings, and attitude surveys.

The results of these instruments showed that some students felt that they did not have enough time to carry out all the tasks and there was also some confusion regarding the philosophy of the program. This led to shortening the time of certain competency acquisition or elimination of the task if the student had acquired it previously. There have also been some long-range decisions made to more fully explain to incoming ENCORE students the philosophy of the program and to extend the program to three semesters so that certain competencies will get more attention.

Copies of instruments and results were also furnished in this report.

The overall content of this report provides a very detailed and carefully done final evaluation. The inclusion of instruments plus the results which included some statistical analysis provided good insights into the nature and extent of evaluation activities conducted by this project. This type of detailed and explicit report can certainly be utilized as a model for future final evaluation reports.

II. Dissemination Activities

There was a list of five dissemination activities including newspaper articles, project descriptions sent to prospective freshmen, a slide presentation, and a paper being written for publication.

III. Strengths and Weaknesses

The strengths of the program have been "its integration of ideas and learning experiences." A list of courses and activities for an extended three semester program was included.

The main weakness seems to be the fact that students entering the program do not have a commonality of backgrounds and experiences. However, with the integration of ideas and learning gained in the program, the student is usually better prepared when the time comes to do his or her student teaching.

IV. Project Future

The ENCORE Project is being extended to become a complete three-semester program of approximately fifty hours. The ENCORE Extended Program will be one of the first to provide a total integrated program for the preparation of elementary teachers.

Field Experiments in Teacher
Education for Secondary Social Studies
Final Evaluation Summary
Directors: James Anderson, Meryl Englander,
and Shirley Engle
May, 1973

Faculty/Staff

1. James Anderson
2. Meryl Englander
3. Shirley Engle
4. Joseph McGeehan

Students

None at the present time as the program was not operational

I. Process-Product Evaluation Summary

At the present time, there are nine hypotheses which serve as the competencies and objectives for this project. They indicated that objectives will become more clearly defined as time goes on and the project is formalized. A number of different evaluation procedures are listed to evaluate these proposed objectives which include video-tapings, Osgood's Semantic Differential Scale, inspection of lesson plans, and other observation instruments. These will help to evaluate observation skills, teaching skills, and attitudes.

II. Dissemination Activities

The dissemination activities included meeting with students at the Black Cultural Center, meeting with other people in this field at AERA and the Midwest Association of Teachers of Educational Psychology, and a telephone interview with 100 students who are majoring in Social Studies.

III. Strengths and Weaknesses

Since this project wasn't in operation this year, it could not determine what its strengths or weaknesses were. The two problems that they have had this year, however, are the recruitment of students and "the passivity and hostility of teachers toward the University."

IV. Project Future

The program will begin in the coming school year and will function at the Washington and Howe High Schools in Indianapolis with 20 teachers and some 12-20 students.

Field Implementation Center
Final Evaluation Summary
Director: James Mahan
May, 1973

Faculty/Staff

1. Thomas Glass
2. Carol Hill
3. Edwin Howell
4. James Mahan
5. James Clark
6. John Brown
7. Beverly Huntsman

Students

None as this is a Center

I. Process-Product Evaluation Summary

The evaluation design for F.I.C. consisted of two main objectives. These were: (1) to establish and test new organizations and the field sites and (2) particularly establish new field sites to serve the least well-served populations. Under these two objectives were listed implementing activities, questions to be answered, products, and expected program modifications.

The process evaluation utilized conferences, meetings, questionnaires, telephone interviews, and needs assessment techniques. As a result of these evaluation activities, a number of decisions were made. These included: the reduction of the number of staff members in F.I.C. assistance roles; changes in 1972-73 projects including the expansion of Latino, the institutionalization of Professional Year, the discontinuation of Shawnee Undergraduate, and the modification of Urban Semester; the establishment of criteria for supervising teachers; the formation of "Field Associates"; and continuation in F.I.C.'s present function and coordinating activities between projects and programs and any MCCSC school.

This final evaluation listed a number of products that came out of F.I.C. during the past year. They included such things as successful student teaching experiences for students in various projects and programs, the establishment of good field sites and working relationships with these sites, the organization of sites in settings to accomodate least well-served populations, and various other coordination activities for a number of the projects and programs.

Overall this report was very well done and included all the information requested. Furthermore, the extensive list of products provided much valuable information concerning this Center's accomplishments during the past year.

II. Dissemination Activities

There were four paper presentations made by the director of F.I.C. during the course of the year. These presentations were made at ASCD, AERA, and the French Lick Conference.

III. Strengths and Weaknesses

The following were listed as strengths of the F.I.C.:

1. F.I.C. personnel taught in several programs this year
2. It served a large number of students more effectively than did any other program
3. It recruited students
4. It delivered requested services
5. It developed new types of student teaching activities by utilization of diverse personnel, out-of-state placements,
6. minority settings, teaching clinics, etc.
6. It offered flexibility for student teachers

The following were F.I.C.'s primary weaknesses:

1. The director could not select his own staff, which increased his duties and responsibilities
2. Faculty interested in field-based programs and projects did not come to F.I.C. for help in planning, but brought in their problems after the fact

IV. Project Future

The functions of the Field Implementation Center will be integrated with all field-related services into a single unit. New types of personnel - e.g., local teachers and community personnel - are being recruited to serve in this area.

Instructional Services Center
Final Evaluation Summary
Director: Amos Patterson
May, 1973

Faculty/Staff

1. Dan Archer
2. Henry Burnett
3. Elizabeth Elam
4. John Fedderson
5. Eva Kiewitt
6. Richard Mann
7. Elaine Stein
8. Clyde Sypert
9. Amos Patterson

Students

Does not apply as this is a Center

I. Process-Product Evaluation Summary

The evaluation design for this Center consists of a flow model that has two main components: cost effectiveness and a marketing approach. These two overlapping components have allowed for a close monitoring of the system. As a result, decisions regarding changing of hours, adding casual personnel, and budget projections could be made.

II. Dissemination Activities

Dissemination activities included distribution of information booklets to FIOO classes, speaking and demonstrating things in educational settings, open house, and the extension of Probe as a statewide system.

III. Strengths and Weaknesses

The main weaknesses this year were in the area of "service" and "development" because of lack of communication with DTE programs and projects. it is felt that through a more aggressive system of dissemination and the utilization of a marketing approach that this Center can overcome this weakness during the coming school year.

There is also going to be an attempt to develop new products in a more systematic fashion to provide services for both the DTE and School of Education.

Due to the many facets contained under the I.S.C., it seems that the active dissemination of services will allow for more people to be aware of all the activities conducted by the I.S.C. Also, the flow evaluation model will allow for the needed flexibility in evaluating the various areas of operations conducted by this Center.

IV. Project Future

During the 1973-74 academic year the I.S.C. is planning to meet the instructional development needs of not only the new programs and projects of the DTE, but, in addition, other programs in the School of Education. The expansion will occur in part by combining with the Center for Invention and Development.

Journalism Program
Final Evaluation Summary
Director: Edward B. Jenkinson
May, 1973

Faculty/Staff

1. Edward Jenkinson
2. Gretchen Kemp
3. Linda Gregory

Students

Male - 5
Female - 8
Total - 13

I. Process-Product Evaluation Summary

A needs assessment served as the evaluation design model for this program. There was also an extensive list of student competencies which range from developing and evaluating skills to acquiring and analyzing professional attitudes, strengths, and weaknesses, and attitudes about this field.

Evaluation activities included the use of questionnaires, self-evaluation, supervision visits, and a 1 1/2 hour tape recorded interview with each student in the program. As a result of these evaluation efforts, it was suggested that there were a number of changes that should be made in the courses for next year. It appeared that these students wanted to deal more with "real" issues in these content and methods courses, so that they could be better prepared for student teaching.

The pre- and post-student teacher self-evaluation questionnaire showed that all students felt "above average" to "highly confident" about their preparation for teaching.

Copies as well as results of instruments used for evaluation were included in this final report.

The evaluation was well done and contained all the necessary information that was requested. One of the interesting evaluation efforts was the 1 1/2 hour taped interview with each student in the project.

II. Dissemination Activities

There were two discussions and presentations listed as well as informal contacts with journalism advisers at regional IHSPA meetings.

III. Strengths and Weaknesses

The strengths of the program seem to be the close cooperation and contact between students and faculty and the placement of student teachers in settings where they can gain a great deal of experience. The weakness seems to be the lack of time for methods and supervision instruction. These problems will have to remain for next year because of scheduling problems that do not allow for returning one or both courses to a full semester.

IV. Project Future

This project is scheduled to continue in its present form for the coming 1973-74 academic year.

Latino
Final Evaluation Summary
Director: James Mahan
May, 1973

Faculty/Staff

1. James Mahan
2. Beverly Huntsman

Students

Male - 1
Female - 3
Total - 4

I. Process-Product Evaluation Summary

The evaluation design for Latino consisted of assessing three main objectives: placement of students in a Latino setting, enhancement in teaching ability of elementary and secondary students in a Latino setting, and an increase in understanding and appreciation of Latino culture and aspirations. Under each of these objectives were implementing activities, questions to be answered, products, and program modifications. Also listed were a number of student competencies, related to teaching in a Latino environment and to understanding the Latino student in terms of his culture and environment.

Resulting decisions that have been made as a result of questionnaires, phone conversations, open-ended letters, and supervising teachers' evaluations of student teachers have been: to continue to use certain questionnaires, to hire local personnel in the area as supervisors, to place students in various Latino settings in Gary, Indiana, and in Arizona, to encourage participation by community agencies, to make at least one visit a semester to the project sites, and to encourage students to take course offerings in the Spanish Department.

The results of the assessments of competencies indicated that student teachers had become involved with community agencies, made friends in the Latino community, and demonstrated selected teaching skills in the classroom. The areas where more work is needed seemed to be in the area of Latino language and culture, and the utilization of this knowledge in different settings.

Copies of instruments and results of these instruments were provided in the report.

This was a very well detailed and documented final report. The student competencies and especially the assessment of these competencies

was a very strong feature of the project evaluation efforts. Also, the various instruments used for process evaluation efforts were effective in getting at much useful information. This report could serve as a model for future final reports.

II. Dissemination Activities

Four presentations were made throughout the year to various groups and individuals concerning this project and its activities.

III. Strengths and Weaknesses

The major strengths of this project were the following:

1. Students were intensely interested.
2. Project goals were met.
3. Project was economical.
4. Good support from public school personnel.
5. Much community involvement.
6. Secondary education majors became aware of elementary organization and instruction.
7. One least well-served population - Latinos - is reached.
8. The project promoted bi-lingualism and cultural pluralism.

The main weakness was in lack of time and travel monies in order to visit locations and get qualified Latino supervisory personnel.

IV. Project Future

The Latino Project will be expanded in 1973-74 to include more students, field sites, support and cooperation from the Spanish Department, and a graduate assistant. Current projected enrollment in this program for next year is 25-30 students.

Multicultural
Final Evaluation Summary
Director: Martha Dawson
May, 1973

Faculty/Staff

1. Nicholas Anastasiow
2. Gerald Bracey
3. Leo Fay
4. Henry Gardner
5. Bev Grevious
6. Loretta Armor
7. J. Brooks Dendy
8. Alexander Fluellen
9. James Holland
10. Donald Kerr
11. Frank Lester
12. Jessie Lovano-Kerr
13. Elizabeth Lynn
14. Robert Mays
15. San Juanita Reyes
16. Trudy Shiel
17. Frank Whiting
18. Al Yates

Students

Male - 9
Female - 70
Total - 79

I. Process-Product Evaluation Summary

The evaluation instruments utilized for process evaluation included the following: open-ended questionnaires, interviews with students, conferences with Student Advisory Board, faculty conferences/meetings, encouragement of faculty to use I.U. Course Evaluation Form, and questionnaires designed to evaluate field experience. Some of the instruments used for process evaluation were included with the final report. There were no specific changes listed as a result of process evaluation in this section, but there were anticipated course changes and operational changes noted under the program future section. These changes include assignment of students before the first class meeting, division of time between urban and rural settings, teachers monitor the field activities of their respective students, and added emphasis in one course on the Family Reading Project with the field experience being limited to Bloomington. Also, there will be a continuation of individual conferences with students and carefully planned community and school experiences.

Competency assessment utilized an open-ended questionnaire which elicited students' insights gained from their experiences in various field and community settings. A sample of these comments was contained in the report.

Overall the final evaluation report contained most of the requested information, but as mentioned above, did not contain its relative strengths and weaknesses. Some of the evaluation instruments seemed to be useful for obtaining information.

II. Dissemination Activities

There were two bulletins put out by the Multicultural Program describing what the program does. These bulletins were contained in a Multicultural proposal.

III. Strengths and Weaknesses

There were no specific strengths or weaknesses of the program mentioned

IV. Project Future

The Multicultural program will remain much the same for the upcoming academic year with only minor changes to be made. By this coming December, the first group of students or Wave I will have completed all of the program components.

The Multicultural program will be continued next year. Program development is needed to prepare secondary school teachers for assignment in Multicultural situations.

Office of Professional Experience
Final Evaluation Summary
Director: Duaine Lang
May, 1973

Faculty/Staff

1. David Adams
2. Gary Anderson
3. William Bassett
4. Rose Blackman
5. John Brogneaux
6. Carolyn Epperly
7. Emily Feistritzer
8. Bonnie Fisher
9. Linda Hinton
10. Herbert Johnson
11. John Jordan
12. Jessie Lacey
13. Duaine Lang
14. David Lash
15. Harry Mamlin
16. Delena Mathews
17. Robert Mortenson
18. Ralph Romans
19. Marie Roos
20. Peter Seidman
21. Charles Woodruff
22. Carol Young

Students

Considered a Center so the number of students going through this office is not included. It was approximately 1,500 to 2,000.

I. Process-Product Evaluation Summary

The evaluation design for OPE consisted of five decisions which deal with objectives, activities of student teaching, supervisory competencies, and relevant student teaching experiences.

A mid-term analysis of supervising teachers' and student teachers' ratings of supervisory visits was conducted and as a result of the information collected no changes were made in the present procedure relevant to this area. A pilot questionnaire regarding supervising teachers' perceptions of the student teaching experience was also conducted. As a result of this, decisions were made to look more closely into the roles of supervising teachers and also to look at OPE orientation materials to see if any changes are needed.

The greatest part of the evaluation was done after the student teaching experience was completed. At this time, all the student teachers were required to complete a battery of questionnaires regarding their perceptions of their college supervisors, the classroom teachers, and the entire student teaching experience. Comments and feelings were informally elicited from a random group of students. This data is still being analyzed.

Also, a Supervisory Visit Report Form was introduced in the Spring semester, to be completed by the college supervisor. The results of this are still being analyzed. Training the the use of this form and constructive revisions of it are being examined.

II. Dissemination Activities

The Center's director, Dualne Lang, was initiated as chairman for the ACTE 1973-74 and spoke at their convention. No other activities were listed in this report.

III. Strengths and Weaknesses

The following were listed as major accomplishments of this year's OPE projects:

1. Initiation of a supervisory training program for the A.I.'s who supervise.
2. Development and use of a Supervisory Visit Report Form.
3. Piloting of a Supervisory Teacher and College Supervisory Reactionnaire to be used by student teachers.
4. Better relations developed with other programs and projects during the course of the year.

NOTE: The results of Items 2 and 3 are not yet available as they will be analyzed this summer.

The main weakness of this program seems to be its lateness in starting to evaluate the program as all the evaluation activities have been initiated during the Spring semester. It appears that they are doing some good things and it will be interesting to see the results of some of the above-mentioned instruments.

IV. Project Future

OPE, FIC, and CEE have been fused into a single entity, "The Field Associates." Team structure, organization, and delineation of responsibilities have been proposed and approved. A single budget has been prepared, presentations made, and preliminary approval given. Further effective fusion is awaiting final budget and staffing decisions and a single space location.

Professional Year
Final Evaluation Summary
Director: James Mahan
May, 1973

Faculty/Staff

1. Mary Arakelian
2. Beverly Armento
3. Anita Ficklin
4. Bruce McFarland
5. Anne Ottensmeyer
6. Edith Richardson
7. Sarah Rogers
8. Robert Rouse
9. Barbara Waters
10. Barbara Beatty
11. Mildred Bern
12. Linda Bevis
13. Ferne Breeden
14. Wendell Brinson
15. Bette Calkins
16. Lou Carmichael
17. Luanna Carmichael
18. Helen D'Amico
19. Susan Dick
20. Judith Douglas
21. Kay Elkins
22. Jean Farber
23. Linda Fox
24. Vicki Gharst
25. John Goen
26. Anna Gross
27. Carol Hanna
28. Sue Holmes
29. Ardith Jones
30. Sharon Keene
31. Jean Kiddie
32. Reava Meredith
33. Susan Mills
34. Alice Oestreich
35. Anabel Poynter
36. Sally Richardson
37. Mary Rone
38. Patricia Rupp
29. Hazel Sanborn
40. Mary Sells
41. Susan Starrs
42. Alta Strain
43. Carole Sykes
44. Ila Thrasher
45. Jean Voigtsberger
46. Opal Wilson
47. Paula Munger
48. Ruth Williams
49. Suzanne Thompson
50. Betty Scudder
51. Marilyn Owens
52. Martha Janssen
53. Donald Duncan
54. Nancy Davis
55. Susan Gray
56. Mary Hutton
57. Barry Reister
58. Harold Stewart
59. William Finley
60. Marie Boyd
61. James Weimer
62. Alice Hierlmeyer
63. Michael Cappy
64. Ray Neal
65. Don Beavis
66. Alice Vandersteen
67. James Clark
68. Frank Lester
69. Mona Ballard

Students

Male - 5
Female - 81
Total - 86

I. Process-Product Evaluation Summary

The evaluation design for this project consisted of an evaluation of the six main objectives, multiple ways of implementing each objective, considerations and sources of data, and possible instruments to measure each of the objectives. The project competencies were boiled down statements from the six objectives contained in the evaluation design. Both the objectives and competencies were stated in terms of increasing or strengthening the student teaching program as far as the methods instructors, classroom teachers, associate teachers, and supervisors were concerned. Data was collected in a variety of ways, such as logs, questionnaires, rating sheets, progress feedback forms, reactions, and other methods. Decisions were made on the basis of information collected to revise certain activities, make organizational changes, and plan for next year. Copies of available instruments were included along with results that had been tabulated.

II. Dissemination Activities

These consisted of a program information session, papers related to DTE given at AERA, and a presentation on Action Lab given at ASCD meeting.

III. Strengths and Weaknesses

The major weaknesses reported in the report were the replacement of a Language Arts instructor and the inexperience of some staff members in the field of elementary education. They also stated that because of what they have learned this year that next year will be relatively "weakness free." Minor weaknesses or shortcomings were worked out during the course of the year, and it was evidently on the basis of process evaluation that was carried on that these necessary changes came about.

The strengths of the program rest on the year-long intensive program in the school with related instructional, supervisory, and community experience. Personnel in the schools, students, and program personnel were all asked to react to questionnaires and other instruments during the course of the year to determine the relative strength of the program. If and when certain weaknesses appeared, changes in the organization of seminars, instruction, job descriptions, counseling, internal organization changes, and various other modifications were made to correct and strengthen the program.

IV. Project Future

The program will be continued for the coming year.

RELATE
Final Evaluation Summary
Co-Directors: Jerome Harste and Anabel Newman
May, 1973

Faculty/Staff

1. Gilbert Bushey
2. Howard Detamore
3. Marshall Fallwell
4. Sally Gorman
5. Jerome Harste
6. Laura Hoffman
7. Beverly Huntsman
8. Anabel Newman
9. Dan Parrott
10. Richard Stowe
11. Judy Weintraub

Students

Male - 5
Female - 20
Total - 25

I. Process-Product Evaluation Summary

The evaluation design submitted by this project had as its main comcern the attainment of a number of competencies by students.

The process evaluation conducted by RELATE produced two major changes. The first change was to have more field operations and curtail formal class setting. The second change was getting cooperating teachers interested in the theoretical aspects of the project. This was done by holding in-service meetings and allowing them to indulge themselves in discussions about "practical" aspects which got them interested in the program so that they could accept the theoretical positions of the project.

Competencies were assessed on the basis of student submitted data and of on-site observations by faculty and cooperating teachers. Results of the assessment of competencies were included along with an instrument that students were asked to fill out.

II. Dissemination Activities

There were a total of five demonstrations carried out by the RELATE Team and three papers given. Two papers were given at the IRA and one at ACTE which all dealt with the project.

III. Strengths and Weaknesses

Strengths and accomplishments of the RELATE Project are as follows:

1. Instructional effectiveness by student teachers as witnessed by elementary pupil performance.
2. Students in RELATE mastered the proposed competencies, as demonstrated by the ability to plan, implement, evaluate, and revise instruction.

The two major weaknesses seemed to be in giving the students in the program too much material to digest initially which caused "cognitive dissonance." Secondly, many of the RELATE students in field settings continued to act more like students than teachers.

IV. Project Future

By June 30, the formal development of RELATE will be completed. The program will continue to be operationalized in conjunction with the teaching of E339, E340, and E341 at Bloomington, Kokomo, Southeast, Indianapolis, and perhaps Northwest. RELATE components may also be used in conjunction with other programs in DTE.

Shawnee Graduate
Final Evaluation Summary
Director: John Brown
May, 1973

Faculty/Staff

1. John Brown
2. Scott Maricle
3. William Murphey
4. Patricia Smith
5. Bill Pilder
6. Joseph Orr
7. Alfred Russell Brooks
8. Beverly Huntsman
9. John Shiting
10. John Bugbee
11. Mike Hebert

Students

Male - 19
Female - 48
Total - 67

Additional data sheets listing more students have been submitted to a note on the student data sheet.

I. Process-Product Evaluation Summary

Two summaries of evaluation activities were turned in by this Project in the final report.

One report was done by Egon Guba and reflects his observations of what was and was not done in the Shawnee Graduate Program.

William Murphy also contributed a summary as to what he felt were process evaluation activities conducted by this Project. He stated that weekly staff meetings, Dean Guba's evaluation efforts, and follow-up activities handled by two faculty members produced some changes. However, the only changes that were specifically mentioned dealt with some of the new training ideas introduced, such as videotape training; open school concept development; and interaction analysis. There were no specific instruments mentioned as far as process evaluation was concerned, but only these informal techniques as noted above.

Finally, William Murphy states that evaluation of the Shawnee Graduate Program did not receive a high priority for the following reasons:

1. Evaluation by "objective outsiders" did not accommodate the Freire Method that has the participants carrying out their own evaluation;
2. "Evaluation purposes of program planning were never implemented since much of the planning for the Shawnee Project was completed before the Division of Teacher Education was established;"
3. "Evaluation by Me (Murphy) was pre-empted by a dean of the School of Education who had a 'trouble shooting' task and it appeared to me that evaluation for both planning and recycling purposes was completed by him."

There does not seem to have been any formalized competency assessment undertaken by this project.

Part of their evaluation problem stems from the initial evaluation design turned in by this Project. The Evaluation Team tried unsuccessfully on numerous occasions to work with the evaluator to strengthen the design.

II. Dissemination Activities

None were listed by this project.

III. Strengths and Weaknesses

The following was listed as the strength of the Shawnee Graduate Program: There were issues that the program raised during the course of the year which might be called "competencies," but their assessment would have to take place at the end of the program.

The following were listed as weaknesses of the Shawnee Graduate Program:

1. Too many students and too few faculty and staff.
2. Administration problems relating to registering students and getting course approval.
3. Personality conflicts between staff and participants.
4. No one was committed to or understood the concept of "pedagogy of the oppressed."
5. Problems with making this a teacher-community oriented program when students had to meet the old teacher-school requirements.

Guba's report states lessons to be learned from his observations of this project, and includes:

1. Be sure that fifth year students have the necessary training and ability to act as supervisors.
2. Fiscal interests and commitments should be made clear to all parties concerned prior to going into arrangements such as this one in Louisville.
3. More knowledge is needed in the area of "learning community methodologies" so that when a problem arises in this area, it can be identified and remedied.
4. Communication problems caused many difficulties so that some guidelines for conducting a program such as this should be established in advance.
5. Problems with making this a teacher-community oriented program when students had to meet the old teacher-school requirements.

IV. Project Future

The project will not be continued during the coming year.

Shawnee Undergraduate
Final Evaluation Summary
Director: James Clark
May, 1973

Faculty/Staff

1. James Clark
2. Thomas Glass
3. Mildred Anglin
4. Walter Ballinger
5. Virginia Barnett
6. Carole Boyd
7. Jeffrey Brill
8. Janis Brown
9. Bobbye Cabel
10. Wilma Clayborn
11. Kathy Converse
12. Daisy Dale
13. Shirley Eaves
14. Ann Elmore
15. Janet Finger
16. Rita Greer
17. Sara Haile
18. Olivia Hanley
19. Jimmy Harris
20. Anne Hennessy
21. Estelle Holloway
22. Mary Hummel
23. Elaine Kasian
24. Chic Langhens
25. Eva Levett
26. Jean Lorimer
27. Elizabeth McAllister
28. Patricia Nowacki
29. Ronald Powell
30. Ronald Power
31. Donna Rehbeck
32. Karen Shireman
33. Roosevelt Stennis
34. Suzanne Thirlwall
35. Moses Thomas
36. Melvin Turner
37. Ed Howell
38. Sue Gainer
39. Robert Evans
40. Mary Robinson
41. Sandra Harris
42. Ted Martin
43. Marie R. Johnson
44. Joyce Wilding
45. Thomas Baker
46. Patricia Briggs
47. C. Hixenbaugh
48. Betsy Holton
49. Tom Johnson

Students

Male - 24
Female - 22
Total - 46

I. Process-Product Evaluation Summary

The evaluation design and competency listing for this project were concerned with providing students with the tools and knowledge to work and teach in an inner-city setting and to develop the desire to seek employment in the inner-city. Information regarding these areas was obtained through questionnaires, reactions, course evaluations, and surveys. As a result of information collected, revisions in courses, in community assignments, and within the program were made. A number of evaluation instruments had not as yet been looked at so results and resultant decisions from these were not available. Copies of instruments and results that were available were provided.

The overall final evaluation was well done and provided very useful and beneficial information concerning this project.

II. Dissemination Activities

Two presentations were made during the course of the year concerning this project.

III. Strengths and Weaknesses

The weaknesses of the program were as follows:

1. Poor communication between I.U. and Louisville staff.
2. Undergraduate program suffered at the hands of graduate level program.
3. Some local administration did not have as a primary concern the helping of student teachers.

The strengths of the program were as follows:

1. It provided a realistic experience for students in program.
2. Students had to become aware of frustrations and challenges in this type of setting.
3. Most students gained the necessary skills for this type of setting.
4. Student teachers were accepted during May without payment to supervising teachers.

IV. Project Future

The decision has been made not to continue this program. The director expressed concern about the termination as he felt that the setting was one that offered students a program that could not be duplicated in another setting.

Urban Semester
Final Evaluation Summary
Director: John Brown
May, 1973

Faculty/Staff*

1. Dave Turnbull
2. Dean Acheson
3. Ed Howell
4. Mary Ochs
5. Lee Small
6. Mark Kretzman
7. John Loughlin
8. Beverly Huntsman
9. Tom Glass
10. John Brown

*Note: All of the above listed people (with the exception of John Brown) will be out of the program next year.

Students*

Male - 5
Female - 19
Total - 24

*Note: There is not a listing of students for the first semester of this program's operation.

I. Process-Product Evaluation Summary

The main evaluation efforts of the Urban Semester Program were comments and reactions made by students and staff at retreats and other settings; questionnaires; and appraisals of student performances made by school personnel as well as personnel where students were placed in job settings in the community. The feedback from these evaluation endeavors indicated that the students learned a great deal about an urban setting and gained valuable experience while living, working, and interacting in their core courses. The main problem expressed by students and staff was in the "plunge," where students had to live in an urban setting on fifty cents a day and take care of all their needs; the length of the orientation period; and busy-work job placements. The program evaluation made comments as to how some of these activities would be changed or modified next year.

The open-ended responses by all concerned with this project seemed to provide much valuable information about what some of the problems were and there were a number of suggestions as to how these problems could be handled. Copies of some of the feedback by those involved with the program were made available in this report. There was one questionnaire that was discussed at a final retreat that was included; however, the results of this instrument were not included. The evaluation information in this final report was all from the second semester of the project. In looking back at the Evaluation Team's file on this project, there were two

instruments utilized first semester. There were some questionnaires given out during the first semester which have been put into this final evaluation report. The one questionnaire was to determine students' attitudes upon entering the program which provided some good information.

The overall final evaluation report required synthesis and amalgamation, as most of the information supplied was contained in lengthy reports. Also, as mentioned previously, information regarding the first semester's activities came out of the Evaluation Team's folder on Urban Semester. It is recognized however, that the change in directors did cause many of these problems.

II. Dissemination Activities

These included press releases which appeared in several newspapers and also Urban College weekends where people could visit for a weekend and witness first hand what the program was doing.

III. Strengths and Weaknesses

The following were listed as strengths of the Urban Semester Program:

1. Students are exposed to the "real world."
2. Students are exposed to a variety of different components in the urban setting and they can see how these components interact with one another.
3. Students become more aware of what problems confront residents in an urban setting and can develop a more sensitive attitude about such.
4. A communication link between community and the University is provided.
5. There were no dropouts among students enrolling in the program.

The following were listed as weaknesses of the program:

1. Change of directors in the middle of the year created a problem as far as leadership was concerned.
2. The job placement of students was not carefully planned so that students were moving around more than was necessary.
3. Students and staff had different ideas of what the program's purposes were.
4. The linkage between Indianapolis Public Schools and the Urban Semester Program was almost non-existent.
5. Students coming from Schools outside the School of Education have to be made more aware of what is expected of them.
6. Supervision in the areas of experimental and academic parts of the program needs to be strengthened.

IV. Project Future

The program will continue next year. There are some problems, however, that will need to be ironed out. It also appears that more students from Arts and Sciences will be coming into the Program.

The Urban Semester Program is to be combined with the Shawnee Undergraduate Program as the single inner-city student teaching program. Several changes are being made. The contract with Flanner House will not be continued. Rather, a community agent will be hired whose sole responsibility will be working with this program. More specific requirements are being outlined for departments to enroll students in the program to counter the tendency to ignore students once assigned to field sites.

Laboratory-Based Social Studies
Final Evaluation Summary
Director: Lee Ehman
May, 1973

Faculty/Staff

1. Terry Anderson
2. Mark Cohan
3. Lee Ehman
4. David Gilessman
5. Joy Kleucker
6. Kathy Scheid
7. Phillip Smith
8. Jim Vincent

Students

Male - 12
Female - 5
Total - 17

I. Process-Product Evaluation Summary

The Laboratory Based Social Studies Program used three types of process evaluation instruments. These were: open class discussions, paper and pencil instruments, and personal contact with students. As a function of the information so collected, the following decisions were made:

1. Changes in class meeting times.
2. Changes in class topics.
3. A reallocation of time so that eventually one half the semester will be spent student teaching.
4. The addition of a professor to teach geography.
5. The institution of a more "person-oriented" approach.

A copy of the semester-end evaluation questionnaire was attached along with responses from that instrument.

Competency assessment was undertaken for two competencies in the program: one involved preparing a lesson and presenting it in a laboratory setting; the other involved evaluation in a videotaped teaching-learning situation. Criteria to evaluate both were established in advanced. Only one student was unable to perform satisfactorily by these standards. Based on the results of summative evaluations, it was noted that all students had made at least adequate progress in the area of interpretive competencies. A copy of the first competency assessment instrument was attached.

The final evaluation report provided very clear and concise data pertaining to the Laboratory-Based Social Studies Program's operations during their pilot semester of operation. An evaluation design or needs assessment would have been a helpful addition to this packet for a newly started program such as this one.

II. Dissemination Activities

One journal article entitled "A Competency-Based Social Studies Teacher Education Program" appeared in The Indiana Social Studies Quarterly. There were five informal contacts that occured during the course of the year that were listed under dissemination activities.

III. Strengths and Weaknesses

The following were listed as strengths of the program:

1. Individual attention accorded students.
2. Emphasis on immediate application of ideas to teaching practice.
3. Program continuity and articulation
4. Team teaching and planning.
5. "...Thinking through and modifying basic teaching education has been rewarding professionally."
6. Mutual trust and respect on part of both students and staff.

The following were listed as weaknesses of the program:

1. Making arrangements and getting ccoperation with local teachers and schools because this is a three semester, part-time student teaching program.
2. No thorough needs assessment was carried out in the schools as well as lack of involvement in program conceptualization from inservice teacher parity group.
3. Recruitment of students.
4. "...That the foundational content of program coursework is irrelevant to teacher education."
5. Some organizational and coordination problems occured during the pilot semester.

IV. Project Future

The final evaluation report provided very clear and concise data pertaining to the Laboratory-Based Social Studies Program's operations during their pilot semester of operation. An evaluation design or needs assessment would have been a helpful addition to this packet for a newly started program such as this one.